

FIRST

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Financial Incentive Rewards for Supervisors and Teachers (FIRST)

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

FIRST

***Financial Incentive
Rewards for Supervisors
& Teachers***

TEACHER INCENTIVES

To be eligible for the rewards, teachers will be expected to engage in all aspects of the program (student achievement, hard to staff subjects, rigorous evaluation, professional growth). Each participating teacher is eligible for up to \$10,000.

ADMINISTRATOR INCENTIVES

To be eligible for the rewards, principals and assistant principals will be expected to engage in all aspects of the program (student achievement, rigorous evaluation, professional growth). Each participating principal is eligible for up to \$12,500, and each assistant principal is eligible for up to \$11,000.

Be

FIRST

for more information, log on to

www.pgcps.org/first



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Overview: Teacher Evaluation and the FIRST Program

Teacher supervision and evaluation in Prince George's County Public Schools has as its primary purpose the improvement of teaching and student learning. For teaching and student learning to improve a professional culture must exist in which teachers are engaged in activities that identify areas of strength and areas of growth, and that support efforts to improve teaching practice, pedagogy, and content knowledge to advance student achievement.

The Financial Incentive Rewards for Supervisors and Teachers (FIRST) teacher evaluation model aims to increase student achievement by increasing teacher and administrator effectiveness through professional development and to increase the number of effective teachers working with our most impacted students and schools. The FIRST program provides financial rewards for teachers who work in hard-to-staff subject areas, participate in professional development, undergo a rigorous evaluation system, and contribute to the success of student achievement in tested areas.

Standards-Based Criteria to Assess Professional Practice

The FIRST model uses the *Framework for Teaching* (Danielson, ASCD, 2007) as criteria against which effective teaching will be assessed and professional goals developed. The *Framework for Teaching* with its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice.

Formative and Summative Aspects

The formative aspect of the model promotes professional growth through teacher self-assessment, goal setting, and professional reflection. The summative aspect of the model uses classroom observations, teacher conferences with the supervising administrator, and a review of the attainment of individual goals to document professional growth, effective teaching practice, and, when earned, a FIRST teacher incentive award.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

The objective of the summative aspect is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice that can be used to determine FIRST rewards.

In the following pages, you will find a narrative of the evaluation cycle and appendices that include important definitions, timelines and all forms for completing the evaluation cycle.

Observation, Goal Setting, and Evaluation Cycles

I. Diagnostic Observation

All teachers in the FIRST program will be observed once between September 1st and October 15th by external observers during the first year of the FIRST program. The external observation has a diagnostic purpose, and is not evaluative. Observation evidence will be collected and interpreted independently by the external observers, well-trained in FFT, and used to establish a baseline placement on the Descriptors of Practice document. Teachers will receive their placement information within five days. This information is intended to be used by the teachers to inform their self-assessments and to assist with goal setting.

- **Diagnostic Observation Processes:**

- The observation will be announced ahead of time (at least two work days [48 hrs] in advance), building administrators will assist in scheduling observations and informing teachers.
- The teacher being observed will provide the evaluator with a lesson plan one work day prior to the visit.
- An external observer will visit the teacher's classroom and conduct an observation, minimum of 30 minutes of time in direct observation.
- The observation will focus on the collecting evidence of Domains 1, 2, and 3 at the Component level
- ✓○ There will be no pre-conference or post-observation conference.
- The external observer will provide the teacher and building administrator with a marked Descriptors of Practice, and cited evidence, within five days.

II. Self-assessment, Goal Setting, and Goal Setting Conference

All teachers in the FIRST program will use the entire Description of Practice to complete an independent self-assessment and to develop goals for improving professional practice during the evaluation cycle. Self-assessments will be informed by teachers' experiences in the classroom and their reflections. The results of the self-assessment and the diagnostic observation data will be used by teachers to create goals on which to focus their professional growth. Teachers are encouraged to develop goals that are attainable and measurable. It is not required that teachers develop a goal for each of the 8 Essential Components.

Year One: FIRST Planning Conference

- Planning Conference will be held following completion of the Diagnostic Observation and Self Assessment prior to October 15th and before November 1st.
- Administrator and FIRST teacher review diagnostic observation data and teacher's self-assessment to identify the eight evaluation components for each teacher.
 - Non-tenured teachers will focus on the 8 Essential Components
 - Tenured teachers will have eight evaluative components identified through collaboration. The administrator will suggest four of the 8 Essential

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Components and the teacher will suggest an additional four from the *Framework for Teaching*.

- For the remainder of year one, the teacher will participate in additional staff development to build deeper understanding of the *Framework for Teaching* and its use as a tool for goal setting and professional growth, developing individual professional growth plans, and the FIRST program procedures and requirements.
- At the conclusion of the conference, the pre-conference for the first formal observation will be scheduled.

Subsequent Years: Goal Setting and Professional Growth Planning Conference

- Goal Setting and Professional Growth Planning Conference will be held following completion of the Diagnostic Observation and Self Assessment prior to October 15th and before November 1st.
- Self-assessment, Goal Setting, and Goal Setting Conferences processes:
 - FIRST teachers will complete a self-assessment using all Elements in the Descriptors of Practice and the feedback from the diagnostic observation. Teacher will identify goals for professional growth.
 - Non-tenured teachers will develop professional growth goals from the 8 Essential Components of the *Framework for Teaching*.
 - For tenured teachers, supervising administrators will suggest four Components from the 8 Essential Components. Teacher will suggest four additional Components from the *Framework for Teaching* from which additional professional growth goals will be developed.
 - The teacher and supervising administrator will discuss options for professional growth related to the selected Components.
 - The teacher will develop a professional growth plan, which will be submitted to the administrator within ten school days.
 - If necessary, the teacher and/or administrator may schedule an additional meeting to clarify any aspect of the professional growth plan.
 - At the conclusion of the conference, the pre-conference for the first formal observation will be scheduled.

III. First Formal Observation

The first of two formal observations will be conducted by the building administrator between the planning/goal-setting conference and December 15th.

- First Formal Observation processes:
 - The pre-observation conference is held with the building administrator. A classroom observation is announced (at least two work days [48 hrs] in advance). A post-observation is scheduled to follow the observation of teaching practice.
 - The teacher will provide the building administrator with lesson plans for the scheduled classroom visit one work day prior to the observation.

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- Classroom-observation is at least 30 minutes.
 - The focus of the observation will be on the 8 Essential Components, any other Components agreed upon with tenured teachers, and identified and agreed upon goals.
- The administrator will provide the teacher with a draft of the marked Descriptors of Practice, with cited evidence, at the Element level for the 8 selected Components within five school days of the observation.
- The FIRST teacher will complete the Lesson Reflection form to guide discussion at the post-observation conference.
- The FIRST teacher and the administrator will participate in a post-observation conference.
 - The teacher may present additional artifacts at the post-observation conference (e.g. samples of assessments, student work, etc.).
 - Teachers are encouraged to bring artifacts that demonstrate competency in those Components not observed during the classroom observation (e.g. Domain 4 Components).
- The administrator will provide a final draft of the Descriptors of Practice, with cited evidence, within five school days of the post-observation conference.

IV. Second Formal Observation

The second formal observation will be conducted by the building administrator *and* the external observer between January 10th and May 1st. The building administrator will provide the teacher with the dates of a one-week window during which the second observation will occur. The administrator will conduct a pre-observation conference with the teacher, following the agenda and process of the first formal observation. The second formal observation will focus on the 8 Essential Components, any other Components agreed upon with tenured teachers, and the identified and agreed upon goals.

- Second Formal Observation Processes:
 - The pre-observation conference is held with the building administrator. The classroom observation is scheduled to occur on any work day within five work days following the conference. A post-observation is scheduled to follow the observation of teaching practice.
 - The teacher will provide the building administrator with a lesson overview for the week of the scheduled classroom visit.
 - The classroom-observation is at least 30 minutes. The classroom observation will be conducted by the building administrator *and* the external observer.
 - The focus of the observation will be on the 8 Essential Components, any other Components agreed upon with tenured teachers, and identified and agreed upon goals.
 - Following the second observation, the building administrator and the external observer will independently interpret their observation evidence on the level of performance related to the Descriptors of Practice that were observed during the lesson.

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- The administrator will provide the teacher with a draft of the marked Descriptors of Practice, with cited evidence, at the Element level for the 8 selected Components within five school days of the observation.
- The FIRST teacher will complete the Lesson Reflection form to guide discussion at the post-observation conference.
- The FIRST teacher and the administrator will participate in a post-observation conference.
 - The teacher may present additional artifacts at the post-observation conference (e.g. samples of assessments, student work, etc.).
 - Teachers are encouraged to bring artifacts that demonstrate competency in those Components not observed during the classroom observation (e.g. Domain 1 & 4 Components).
- The administrator will provide a final draft of the Descriptors of Practice, with cited evidence, within five school days of the post-observation conference.
- The teacher or administrator may request a third formal observation.

V. Summative Evaluation Conference

The building administrator and FIRST teacher will participate in a final summative evaluation conference following the second observation conference and no later than May 15th.

- Summative Evaluation Conference processes and agenda:
 - The building administrator and FIRST teacher will establish a time for the summative evaluation conference following the completion of the second formal observation.
 - The following topics will be reviewed at the conference:
 - The 8 Essential Components, and any other Components agreed upon with tenured teachers
 - The goals developed by the teacher, and any evidence collected which demonstrates growth and attainment of the goals.
 - A review of the marked Descriptors of Practice from the two formal observations to determine areas of growth in practice.
 - A review of any additional artifacts the teacher presents to demonstrate professional growth and/or competency (e.g. student work, parent/family contact logs, assessments, lesson plans, etc.)
 - Teachers are encouraged to bring artifacts that demonstrate competency in those Components not observed during the classroom observation (e.g. Domain 1 & 4 Components).
 - At the conclusion of the summative evaluation conference the administrator will complete the Summative Evaluation Form (HR #****), which will be signed by the teacher and administrator and submitted to the Department of Human Resources.

VI. Notification of Award Recommendation

The FIRST Director will notify the FIRST teacher of his/her award by June 1st of that school year. Award notification will be in writing.

VII. Appeal Process

In accordance with existing evaluation policies and procedures, teachers who dispute their evaluations may pursue an appeal. Please see PGCEA contract, and department of Human Resources for procedures and requirements.

Appendix A: FIRST Program Timelines¹

September 1 - October 15th

- Diagnostic observations completed by external observers (first year of participation only)
- FIRST teachers complete self-assessment and develop professional growth goals

Following completion of Diagnostic and Self Assessment completed prior to October 15th, and no later than November 1st

- Planning conferences or goal setting conferences held

Following completion of Planning Conference, November 1st - December 15th

- First formal observations completed (must be completed prior to Winter Break)

January 10th - May 1st

- Second formal observations completed (must be completed after Winter Break)

Following completion of the second formal observation and no later than May 15th

- Summative conferences completed

June 1st

- Notification of Award Recommendations

¹ All dates are binding to the nearest school day if they fall on a weekend.

Appendix B: Chronology of FIRST Forms

September 1 - October 15th

- 1. *Evaluation Cycle Documentation Form***
- 2. *Descriptor of Practice - (Component level)***

Following completion of Diagnostic and Self Assessment completed prior to October 15th, and no later than November 1st

- 1. *Goal Setting Procedures***
- 2. *Professional Growth Goals - form (duplicate for each goal)***
- 3. *Year One Planning Conference Agenda***
- 4. *Goal Setting and Professional Growth Planning Conference Agenda (year 2 and subsequent years)***

Following completion of Planning Conference, November 1st - December 15th

- 1. *Pre-Observation conference Agenda***
- 2. *Descriptors of Practice - (Element Level)***
 - 1. *Lesson Plan - form (Schools will provide this form)***
 - 2. *Reflection on the Lesson - form***
 - 3. *Post-Observation Conference agenda***

January 10th - May 1st

- Second formal observations completed- same forms as above

Following completion of the second formal observation and no later than May 15th

- 4. *Summative Evaluation Conference Agenda***
- 5. *Summative Conclusion Form*¹**
- 6. *Summative Evaluation Report (HR *****form)*¹**

June 1st

- 1. *Award Notification - form***

Appendix C: Administrator and Teacher FIRST Forms

Listed in chronological order for administrators, teachers, and the FIRST director

Administrator Forms

1. *Evaluation Cycle Documentation Form²*
2. *Year One Planning Conference Agenda*
3. *Goal Setting and Professional Growth Planning Conference Agenda (year 2 and subsequent years)*
4. *Pre-Observation conference Agenda*
5. *Descriptors of Practice - (Element Level)*
Evidence Collection - form (includes domain components and elements)
Used for first and second formal observations
6. *Post-Observation Conference agenda*
7. *Summative Evaluation Conference Agenda*
8. *Summative Conclusion Form¹*
9. *Summative Evaluation Report (HR *****form)¹*
Provided by the Department of Human Relations

Teacher Forms

3. *Goal Setting Procedures*
4. *Professional Growth Goals - form (duplicate for each goal)*
5. *Descriptor of Practice - (Component level)*
Used for teacher self assessing to develop goals
Used for diagnostic observation
6. *Lesson Plan - form (Schools will provide this form)*
7. *Reflection on the Lesson - form*
Used by teachers prior to post-observation conference

FIRST Director Form

1. *Award Notification - form*
Completed by FIRST director, recommendation for FIRST reward

² Required Components for documenting the evaluation cycle

Teacher Name: _____
 Observing Administrator: _____

EIN# _____
 School Year _____

FIRST

Evaluation Cycle Documentation Form

<i>Event</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Teacher Signature</i>
September 1 - October 15th <ul style="list-style-type: none"> Diagnostic observations completed by external observers (first year of participation only) 			
<ul style="list-style-type: none"> FIRST teachers complete self-assessment and develop professional growth goals 			
Following Diagnostic and Self-Assessment - November 1st <ul style="list-style-type: none"> Planning conferences or goal setting conferences held 			
Following Goal Setting - December 15th <ul style="list-style-type: none"> First formal observations completed 			
January 3rd - May 1st <ul style="list-style-type: none"> Second formal observations completed 			
Following Second Observation - May 15th <ul style="list-style-type: none"> Summative conferences completed 			
Following Summative Conference - June 1st <ul style="list-style-type: none"> Notification of Award Recommendations 			

Descriptors of Practice, Component Level - Evidence collection form

Shared Document

TEACHER NAME _____ **DATE** _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ **OBSERVER (If an observation)** _____

FIRST Descriptor of Practice - Component level

In the attached pages are copies of the Descriptors of Practice, Component Level. The Descriptor of Practice includes a short description of each Component and four separate descriptions of performance: Unsatisfactory, Basic, Proficient, and Distinguished.

This document is used for two purpose:.

- 1. The diagnostic observation: In the early Fall, external observers will conduct a diagnostic observation and mark the Descriptors of Practice based on evidence gathered through an observation and by reviewing the lesson plan you share with them.*
- 2. The self-assessment: Teachers will evaluate their own performance on the Descriptors of Practice, recording notes in the evidence selection to help explain the reasons for their assessment.*

Both of these documents, the Diagnostic Observation and Teacher Self-Assessment, are documents that are shared with both the teacher and the evaluating administrator.

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation) _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Evidence</i>				

Descriptors of Practice, Component Level - Evidence collection form

Shared Document

TEACHER NAME _____

DATE _____

Purpose: Self Assessment ☐

Diagnostic / baseline ☐

OBSERVER (If an observation) _____

1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

Descriptors of Practice, Component Level - Evidence collection form

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation) _____

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>Evidence</i>				
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>Evidence</i>				

Descriptors of Practice, Component Level - Evidence collection form

Shared Document

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation) _____

2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>Evidence</i>				
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>Evidence</i>				

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation) _____

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				

Descriptors of Practice, Component Level - Evidence collection form

Shared Document

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation) _____

3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
Evidence				
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation) _____

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
Evidence				
4b: Maintaining Accurate Records	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
Evidence				
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program, as appropriate.
Evidence				

Descriptors of Practice, Component Level - Evidence collection form

Shared Document

TEACHER NAME _____ DATE _____

Purpose: Self Assessment ☐ Diagnostic / baseline ☐ OBSERVER (If an observation)

4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
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Evidence				
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4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
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Evidence				
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4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.
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Evidence				
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Goal Setting and Professional Growth Planning Conference Agenda

Teacher's Name: _____ Grade Level/Subject Taught: _____

Supervising Administrator: _____ Date: _____

Agenda and Meeting Notes

Review Self-Assessment and previous observation data

Identify 8 Components for the evaluation

- *Review administrator and teacher suggested areas of focus (tenured) and reach agreement*
- *How will the observation gather evidence related to the agreed upon components?*

Notes:

Discuss options for professional growth related to the selected components

- *Record due date for professional growth plan: Date due _____*

Schedule date / time for the pre-observation conference

- *Pre-Observation date: _____ Time: _____*

Other

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Financial Incentive Rewards for Supervisors and Teachers (FIRST)

Goal-setting Guidelines

Year two and subsequent years

Objective

The objective of the formative aspect is to improve professional practice. To achieve this objective, learners require ownership of the learning goals, established by thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

Overview

Teachers and administrators will identify and agree upon professional growth goals which align with the *Framework for Teaching* (FFT) Domains of Professional Practice. Teachers will self assess their practice utilizing the FFT Domains and review feedback and data received from previous observations. Goals will then be developed related to areas of growth they've identified from the self-assessment and the observation feedback.

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment

Domain 4: Professional Responsibilities

Procedures

1. *Self assessment and goal setting:* Teachers will self assess their practice using the FFT and evidence from the FIRST cycle of evaluations from previous years. From this information, teachers will identify professional growth goals and develop a professional growth plan to achieve those goals in the current year.
2. *Agreement of evaluation components:* Administrator and FIRST teacher review diagnostic observation data and teacher's self-assessment to identify the eight evaluation components for each teacher.
 - a. Non-tenured teachers will focus on the 8 Essential Components
 - b. Tenured teachers will have eight evaluative Components identified through collaboration. The administrator will suggest four of the 8 Essential Components and the teacher will suggest an additional four Components from the *Framework for Teaching*.
3. *Agreement of goals and professional growth activities:* The teacher and supervising administrator will discuss options for professional growth related to the selected Components.
4. *Developing a professional growth plan:* Once approved, teachers will develop a professional growth plan and measurement methods to be implemented during the school year, and present the plan to their supervising administrator within ten school days.
 - a. If necessary, the teacher and / or administrator may schedule an additional meeting to clarify any aspect of the professional growth plan.
5. *Completing and reflecting upon goals:* Teachers may collect and present artifacts which document growth in the selected areas. Observation evidence gathered by the administrator can also be used to determine the degree to which the teacher attained the goals.
 3. *Reviewing progress toward meeting the goals:* The professional growth plan and progress made to attain the goals will be reviewed during the Summative Evaluation conference.

Professional Growth Goals Goal-Setting Form (*duplicate for each goal*)

Teacher's Name _____
Grade/Subject Taught: _____

EIN: _____
Date: _____

Supervising Administrator: _____
Goal-setting process

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the eight components you and your administrator have agreed to as areas of focus. It is recommended that teachers select two to three goals to address in a school year.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Attach this form, when completed, to the Descriptors of Practice, Component Level form.
- Use this form to refine goals and to develop professional growth plans.

Goal:

Domain: _____ **Component(s)** _____ **Element(s)** _____

Rationale for selecting this goal:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

Signature of Teacher:

Date:

Signature of Administrator:

Date:

Pre-observation Conference Organizer

Teacher's Name: _____ Grade Level/Subject Taught: _____

Supervising Administrator: _____ Date: _____

Agenda and Meeting Notes

Review areas of focus for the evaluation (from teacher's goals)

- *Review the 8 identified Components.*

Notes:

Review / discuss class profile and student information (1b: Knowledge of Students)

- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*
- *How do your class instructional methods address / accommodate any unique student needs?*

Notes:

Schedule date / time for the class observation

- *Observation date:* _____ *Time:* _____

Discussion: Lesson to be observed (1a: knowledge of Content/Pedagogy; 1c: Setting Instructional Outcomes; 1e: Designing Coherent Instruction; 1f: Designing Student Assessments)

- *General discussion of curriculum unit & lesson to be observed.*
 - *Standards being addressed, instructional goals, methods to be employed, assessment methods*
- *If prepared, the lesson plan can be reviewed. If not, the lesson plan will be available by* _____

Notes:

Other

Reminder: For the second observation an external observer will be present in the first year of participation

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Financial Incentive Rewards for Supervisors and Teachers (FIRST)

Lesson Plan Form

Prior to each observation the teacher will provide a lesson plan for observers. Teachers should use the Prince George's County Public Schools Lesson Planner which include the following aspects:

Lesson Objectives

Warm-up

Teacher Directed Activities

Teacher Monitored Activities

Extension, Refinement and Practice Activities

Formative Assessment

Summative Assessment

Closure Activities

Descriptors of Practice, Element Level

Teacher Name: _____

Supervising Administrator: _____

Administrator Support Document

EIN: _____

Date: _____

Descriptors of Practice-Element Level**Domain 1: Planning and Preparation****Component 1c: Establishing Instructional Outcomes***Elements: Value, Sequence, and alignment, Clarity, Balance, Suitability for diverse learners*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Value and Sequence</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.
<i>Clarity</i>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<i>Balance</i>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<i>Suitability for Diverse learners</i>	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Evidence:

- ***Value, Sequence, and alignment***
- ***Clarity***
- ***Balance***
- ***Suitability for diverse learners***

Domain 1: Planning and Preparation Component 1e: Designing Coherent Instruction

Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Learning Activities</i>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.
<i>Instructional Materials and Resources</i>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Evidence:

- ***Learning activities***
- ***Instructional materials and resources***
- ***Instructional groups***
- ***Lesson and unit structure***

Descriptors of Practice, Element Level

Teacher Name: _____

Supervising Administrator: _____

Administrator Support Document

EIN: _____

Date: _____

Domain 2: The Classroom Environment**Component 2b: Establishing a Culture for Learning***Elements: Importance of the content, Expectations for learning and achievement, Student pride in work*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Importance of the Content</i>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
<i>Expectations for Learning and Achievement</i>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<i>Student Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.

Evidence:

- ***Importance of the content***
- ***Expectations for learning and achievement***
- ***Student pride in work***

Teacher Name: _____
 Supervising Administrator: _____

EIN: _____
 Date: _____

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Elements: Expectations, Monitoring of student behavior, Response to student misbehavior

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Evidence:

- ***Expectations***
- ***Monitoring of student behavior***
- ***Response to student misbehavior***

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions, Discussion techniques, Student participation

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Evidence:

- *Quality of questions*
- *Discussion technique*
- *Student participation*

Descriptors of Practice, Element Level

Teacher Name: _____

Supervising Administrator: _____

Administrator Support Document

EIN: _____

Date: _____

Domain 3: Instruction
Component 3c: Engaging Student in Learning
Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing

Element	Unsatisfactory	Basic	Proficient	Distinguished
Activities and Assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow, or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Evidence:

- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing*

Descriptors of Practice, Element Level

Teacher Name: _____

Supervising Administrator: _____

Administrator Support Document

EIN: _____

Date: _____

Domain 4: Professional Responsibilities**Component 4a: Reflecting on Teaching***Elements: Accuracy, Use in future teaching*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.

Evidence:

- ***Accuracy***

- ***Use in future teaching***

Descriptors of Practice, Element Level

Teacher Name: _____

Supervising Administrator: _____

Administrator Support Document

EIN: _____

Date: _____

Domain 4: Professional Responsibilities**Component 4c: Communicating with Families***Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Information About the Instructional Program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<i>Information About Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
<i>Evidence:</i> <ul style="list-style-type: none"> <i>Information about the instructional program</i> <i>Information about individual students</i> <i>Engagement of families in the instructional program</i> 				

Lesson Reflection Form

Teacher Name: _____ Date: _____

Date of Observation: _____

This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection (Domain 4) and will help to shape your discussion with your administrator. Teachers are strongly encouraged to review the following questions in preparation for the meeting

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments)

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness)

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)

Are there other thoughts about the lesson that you would like to share?

additional comments may be recorded on the back

Post-observation Conference Agenda

Teacher's Name: _____ EIN: _____

Supervising Administrator: _____ Date: _____

Agenda and Meeting Notes

Review / discuss teacher reflection on the lesson (4a: Reflecting on Teaching)

- *Teacher will/may have the reflection form completed for the conference*
- *Lesson plans and lesson artifacts (materials, assessments, etc.) may be presented by the teacher for review*

Notes:

Review / discuss evidence collection & marked Descriptors of Practice Forms (focus on the essential components and any components selected by tenured teachers, review evidence)

Notes:

Review / discuss formal observation summary form

Notes:

Discussion

- *What strategies might help the teacher achieve his/her goals?*
- *What strengths were observed in the lesson that present opportunities for additional growth?*
- *What resources or supports would help students achieve or support the teacher's work?*

Notes:

Other

Notes:

Teacher signature: _____ Date: _____
Teacher signature acknowledges review and receipt of forms, but does not necessarily indicate agreement.

Administrator signature: _____ Date: _____

Summative Evaluation Agenda and Meeting Notes

Review the purpose of the meeting

Review & discuss teacher's goals and professional growth (focus on the essential components and any components selected by tenured teachers)

- *Teachers may present artifacts / evidence which document growth related to goals*
- *Note: Domains 1 and 4 require artifacts (e.g. family contact logs, records, etc.)*
- *Observation evidence related to the goals should be reviewed*

Notes:

Review marked Descriptors of Practice from observations - evidence collection forms

- *What trends or patterns are seen, and how would they inform future work to improve practice?*
- *What do you see as areas of strength and areas of weakness?*
- *What have you learned through the evaluation process?*
- *What have you learned from the observations?*

Notes:

Review Teacher Evidence and Reflections forms (First and second formal observations)

- *Evidence include lesson plans, reflection forms, and other material the teacher may present*
- *What evidence of growth is recorded on the forms?*

Notes:

Discussion and Debrief

- *What strengths have been documented that present opportunities for additional growth?*
- *What has been learned from the FIRST teacher evaluation experience?*
- *What additional supports does the teacher perceive are needed to support growth?*

Notes:

Other

Notes:

Summative Evaluation Report (HR *****form)¹

Award Notification - form

This form is under development but notifies teachers of their award

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Financial Incentive Rewards for Supervisors and Teachers (FIRST)

Appendix D: PGCEA Contract- Teacher Evaluation

4.08 Teacher Evaluation and Rating

A. When a professional is evaluated by that person's supervisor, the completed evaluation forms shall be signed by the professional person in the presence of the immediate supervisor and a copy given to the teacher at that time. The teacher's signature acknowledges receipt of the evaluation form and does not necessarily indicate agreement with its content.

B. A continuing program of evaluation of teacher performance based in part on personal observation is required. Whenever it appears that any aspect of a tenured teacher's classroom performance is less than satisfactory, the Principal shall notify the teacher in writing and shall follow such notification with a conference to suggest necessary improvement, and shall make at least one classroom observation which shall be announced to the teacher at least two days in advance. Additional classroom observations may be made without advance notice. No less than a satisfactory evaluation may be given to a teacher without prior notification and conference. All evaluations which are less than satisfactory must be given to the teacher on or before June 1st, and all other evaluations must be given to the teacher before the last duty day for teachers.

C. Any person who disagrees with their evaluation may submit a rebuttal in writing to the Chief Administrator for the **Division of Human Resources**. The rebuttal shall be made a part of that person's personnel record, with additional copies sent to the **Regional Executive Director** and to the evaluator.

D. At the beginning of the school term or whenever the teacher begins service, a copy of the evaluation form will be provided for the teacher by the Principal.

E. The Board will follow State Board of Education Guidelines for Evaluation of Probationary Teachers, a current copy of which is appended to this Agreement. One of the observations of probationary classroom teachers will be announced at least two days prior to the observation.

F. In the event that the procedures of Section 4.08 are not complied with, such non-compliance shall be subject to the grievance procedure. However, judgment of performance by an evaluator may not be submitted to the grievance procedure.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Financial Incentive Rewards for Supervisors and Teachers (FIRST)

Appendix E: Operational Definitions

Diagnostic observation - An observation completed by an external observer for the purpose of providing the teacher and building administrator with a baseline description of teacher practice. The data from the diagnostic observation can be used by the teacher to assist with the development of goals for professional growth.

Enhancing Professional Practice: A Framework for Teaching – Text written by Charlotte Danielson. This book contains the standards-based criteria on which the FIRST evaluation model is based. Cited in the evaluation model as the *Framework for Teaching*. Published by ASCD, 2007.

- **Descriptors of Practice** - Descriptions of professional practice for each domain of the FFT, which includes levels of performance on a continuum from unsatisfactory to distinguished.
- **Domains** - the four domains of the FFT; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Components** - criteria within the domains which identify professional practices within a specific domain of the FFT.
- **8 Essential Components** - Eight components identified as being important for instruction because of their influence on other components and their impact on student learning.
- **Elements** - criteria within the components that provide isolated characteristics of teaching within a specific component.

Evaluation Cycle – One complete cycle of the evaluation process, consisting of a diagnostic observation in the first year of the FIRST initiative, self-assessment and goal setting, two formal classroom observations, and summative evaluation conference, and notification of FIRST incentive award.

Evidence – Evidence observed, collected or provided during the evaluation cycle which can be used to determine the level of performance on the descriptors of practice.

Forms for FIRST Process

- **Administrator Forms**
 - **Descriptors of Practice (Component Level and Element Level) Observation evidence forms** – The Descriptors of Practice (two forms at the Component Level and Element Level) are used for observation / evidence gathering by administrators to observe practice, collect evidence and interpret teacher levels of performance.
 - **Year 1 Planning Conference Agenda** - An agenda and note taking form to guide discussion during the teacher's development of professional growth goals.
 - **Goal Setting and Professional Growth Planning Conference (Year 2)** - An agenda and note taking form for use in year 2 and subsequent years to guide and document discussion during the growth planning conference.

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- **Pre-Observation Conference Notes (form)** – An administrative agenda and form used to record and document discussion held during the pre-observation conference.
- **Post-Observation Conference Notes (form)** - An administrative agenda and form used to record and document discussion held during the post-observation conference.
- **Summative Evaluation Conference Notes (form)** - An administrative agenda and form used to record and document discussions held during the summative evaluation conference.
- **Summative Evaluation Report (HR *****form)** – Administrative form on which the evaluator summarizes all components of the evaluation cycle provided by the Department of Human Relations.
- **Teacher Forms**
 - **Goal Setting Procedures** - Procedures to guide teachers in the development of professional growth goals.
 - **Professional Growth Goals (form)** - Teachers document their goals and measurement criteria on this form, which is reviewed with the evaluator during the goal-planning conference. The form should be attached to the Descriptor of Practice self-assessment (Component level form).
 - **Descriptors of Practice (Component Level)** - The Descriptors of Practice (Component Level) will be used by the teacher for self-assessment prior to the goal planning conference.
 - **Lesson Plan (form)** - Form used by teachers to provide information about the lesson that will be observed in any of the three observations (diagnostic observations, first and second formal observations). Schools may provide their own lesson planning form for this purpose.
 - **Reflection on the Lesson (form)** - Used by teachers after the formal observations to prepare for and share with the evaluator during the post-observation conference, and to document evidence of reflective practice.
- **FIRST Director Form**
 - **Award Notification (form)** - FIRST director uses this form to notify the teacher of the FIRST incentive award.

Formal Observation – Pre-scheduled observations of a teacher's practice, including pre-observation and post-observation conferences, and at least 30 minutes of classroom observation.

Formative Assessment – The process of self-assessment and goal setting for the purpose of professional growth.

Model – This evaluation model including all its components, as presented to the school board and teachers' and principals' associations.

Non-tenured teachers – PGCPs teachers who have not yet attained tenured status.

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Pre-Observation Conference – A conference with the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

Post-Observation Conference – A conference with the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

Professional Growth Goals – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

Reflection – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice. A teacher's written reflection should be specific to his/her professional growth goals and considered against the criteria from the *Framework for Teaching*.

Roles and Responsibilities – Teacher and Administrator responsibilities in the supervision and evaluation process.

Rubric – A scoring guide that includes criteria and performance descriptors at different levels. In the PGCPS Teacher Evaluation Process, rubrics from the *Framework for Teaching* will be used to assess attainment of stated professional goals in the teacher's professional development plan, and to assess classroom performance during formal and informal observations.

Self- Assessment – A comprehensive assessment of practice completed by the FIRST teacher which assesses the teacher's level of practice as described by the criteria of the *Framework for Teaching*. The FIRST teacher will use the observation evidence form to complete the self-assessment.

Summative Evaluation – A document written by the administrator that includes a description of performance based on the criteria from the *Framework for Teaching* and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The summative evaluation will be written at the conclusion of the evaluation cycle for both non-tenured and tenured teachers.

Tenured Teacher – Any PGCPS teacher holding a Professional Educator license and granted tenured status.